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ABSTRACT

This document contains suggestions and materials for developing stereotype-free teaching materials. The paper is divided into five parts: (1) introduction, (2) bibliographies, (3) proverbs, (4) Spanish names, and (5) Spanish loan words. The introduction outlines 17 suggestions for developing units on cultural enrichment. Multiple resources for instructional materials and selected readings are included in the annotated list of bibliographies on Latin American studies. Proverbs are provided in French, Spanish, and Portuguese as a method to teach about Latin American culture. English first names with their Spanish equivalents and the names of Mexican restaurants in San Antonio are provided as an example of teaching culture through names commonly encountered in U.S. culture. The last section contains a listing of Spanish loan words in English. (SM)

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THE DEVELOPMENT OF STEREOTYPE-FREE TEACHING MATERIALS FOR THE K-12 LEVELS

by

Richard D. Woods

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CLASP WORKSHOP: "THE DEVELOPMENT OF STEREOTYPE-FREE TEACHING MATERIALS FOR THE K-12 LEVELS":

A Selected and Annotated List of Bibliographies on Latin American Studies for Teachers K-12

Teaching Hispanic Cultures with Proverbs

The Spanish Naming System

Spanish Loan-Words into English

FOR THE
LATIN AMERICAN STUDIES ASSOCIATION MEETING

October 23-25, 1986
Boston, Massachusetts

PREPARED BY

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San Antonio, Texas

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STEREOTYPE-FREE MATERIALS FOR TEACHING LATIN AMERICAN STUDIES, K-12

INTRODUCTION

Although the problem has been well identified on the distortion of the image of Latin America, I went to the library to find evidence myself. In perusing three typical textbooks, I was impressed not with a negative view of Latin Americans, but with their facelessness. The basic facts that cover their lives, economic and historical are stated so telegraphically that the human being becomes a cipher. In short for students from K-12, the Latin American, regardless of his nationality, may well be anonymous. The author and text books publisher are not to blame. Culpability goes to the enormity of the task of encompassing the entire world into one year of history.

Perhaps the location of value-free materials is impossible to find. All know of the problem of finding text books suitable for the multiplicity of clienteles that comprise the American public school system. No faction will agree entirely on any one concept that is generated by a text. Therefore I feel that the best solution, as the title of this workshop indicates, is the creation of stereotype-free materials. This is necessary to humanize the Latin Americans who are only statistics in most textbooks and to complement what the publisher has already done, i.e., giving the student the major outlines of a culture.

A general remedy to this problem is the recognition of the presence of Latin America within the borders of the United States. The 1980 census verified the existence of 16 million Hispanics within this country. This is often considered a conservative count. At any rate, these 16 million Hispanics are providing a source for

teachers for the study of Latin American cultures. An immigrant, legal or illegal, is inadvertently enriching our vocabulary and leaving other cultural traces such as food, clothing, music, and in some cases even attitudes. This is the resource group that provides the best possibility for the creation of stereotype free materials.

In a broader sense, other materials may be generated if one considers the common issues involved with humanity. The Latin American, regardless of his ethnicity, religion, and culture, has the same problems of the typical American citizen. These problems if confronted from the perspective of a plurality of cultures, indicate the universality of a situation and therefore defuse the inclination to attribute certain problems only to Latin Americans.

To be more specific, such materials should meet certain criteria:

1. They should be free of negative stereotypes. This means that a positive stereotype can be used whenever possible.
2. The materials should usually be neutral meaning that they perpetuate no traditional stereotype.
3. These special enrichments should show the relationship between the multiple cultures of the U.S. and the multiple cultures that comprise Latin America. Perhaps we often forget that beyond the Spanish, Portuguese and French areas, there is also the British Caribbean.
4. Units of culture should be doable with the aid of a few reference books or other accessible materials.

The following are my suggestions for units of cultural enrichment. I am noting 17; however, in my handout for later, I will cover only three of these.

1. Proverbs, the pithy sayings that characterize all human experience, are abundant in all of the languages of the Americas. Their brevity, their encapsulation of centuries of experience, humor and wisdom make them a likely starting point in noting Latin American culture. They must be used in their original language along with the English translation.

2. National currencies suggest both history and culture. Both coins and paper monies tell about national values. These items, at a very low cost, can be obtained at local banks. It would be difficult to encumber these neutral items with negative stereotypes.

3. Weights and Measures. Americans are never bilingual when it comes to international measurements. One lesson could show that Latin Americans use the kilometer, the litro, and even the pulgada. A book that gives all of this is Elsevier's Lexicon of International and National Units. (1964)

4. What could be more abundant than recipes? The colorful Life Time Cookbooks of over twenty years ago, plus the many more books on this subject, humanize the Latin American by indicating his diet. Samples of the food might even be possible in the more metropolitan areas of the U.S. Even a menu (bilingual) may have value if used correctly in class.

5. Several books exist on Latin American festivals. The noting of the major religious and civic holidays suggests cultural points often overlooked. A ready comparison is between our Fourth of July and the Mexican dieciseis.

6. Stamps cost little and are easily obtainable. The Latin Americans like us, commemorate their heroes and obliquely their

values on issues of stamps. A supplementary component might be how the U.S. honors Latin Americans on our stamps.

7. Perhaps a more complicated topic is that of gestures and body language. But the existence of many more hand gestures in Latin America than in the U.S. perhaps notes a subtle difference in the two cultures. The least offensive of these gestures are retrievable from several books in English.

8. How many place names in the U.S. are of Spanish origin? We only have to think of states like Montana, Colorado, New Mexico, Arizona and California. Yet even a city in Ohio, Bogota may be noted. Students could find Sacramento, California and perhaps five other Sacramentos in Latin America. The name suggests the Catholicism of the Spanish explorers in addition to the coincidence of place names in both the U.S. and Latin America.

9. There is a very exotic reference book on onomatopoeia in both Spanish and English. At the grade levels, what excitement to learn that although the rooster says "cock a doodle do" in English, his Spanish counterpart wakes up the neighborhood with "qui quiri qui."

A Hispano parlante dog says "grau grau." An American dog answers with "bow-wow." A tex Mex dog will code switch to "bow grau."

10. Ten years ago, our culture emphasized herbs. With the return to natural foods, perhaps herbs will once again have their place in the U.S. Every Latin American culture has generated numerous books on the healing value of herbs. This tie can also lead to further exploration into mutual folklore.

11. The gaucho and the cowboy provide an obvious link. Their

music, dress, cattle culture, and mores can be studied from diverse cultures. Books in English do exist on the Argentine gaucho.

12. Music needs no explanation. The popularity of the musical "Argentine Tango" suggests our receptivity to Latin American music.

13. A ready made cultural packet is the literature written by the English speaking of Latin America. One American, at least the son of American pioneers in Uruguay, was W.H. Hudson. His The Purple Land that England Lost (1885), Far Away and Long Ago (1918), and Green Mansions (1904) can be useful if used at the right level. Incidentally W.H. Hudson was also a botanist. He could be used with herbs.

14. Flags may be easily reproduced on slides. Their colors, their slogans and their symbols are all clues to the national personality.

15. Children love riddles and Spanish is rich with these. The problem is translating these into English. Again the Spanish should be kept to indicate the Latin American or peninsular source of a riddle.

16. The naming system of Latin America and the U.S. has similarities and also basic distinctions. Yet the Latin Americans source of surnames is not unlike those of the U.S. Also, many baptismal names have their counterparts in both cultures. The retention of the maiden name by married Spanish Americans might be a cause for discussion on feminist rights.

17. Probably each day the Spanish language is impinging on English. I applaud this and do not support the English Only Group that sporadically wants to make English the official language of the U.S. We should take advantage of the presence of Spanish here and

note the loan words that are enriching us. These may be in newspaper articles, but mainly in food items. There is an interchange as sports' language in Spanish is highly indebted to English.

These are my suggestions. All of these units can be done without an undo amount of work. To facilitate their adaptation, I have provided more details on three of them: proverbs, the Spanish naming system, and loan words into English. I would gladly meet with any of you during the informal part of our program. Thank you.

A SELECTED AND ANNOTATED LIST OF BIBLIOGRAPHIES ON LATIN AMERICAN STUDIES FOR TEACHERS K-12

PREPARED BY

Richard D. Woods

Glab, Edward W. (ed.). A Handbook of Materials for Latin American Studies in Elementary and Secondary Schools and Community Colleges. Austin: University of Texas, 1975. 70 pages.

"As a service to the school teachers and school children of the state, of Texas, this booklet was prepared as a supplement to a special set of courses sponsored during the summer of 1974 by the Institute of Latin American Studies. . . Each course was designed for the specialized needs of elementary and secondary school teachers desiring to integrate Latin America into their classroom curriculum" (p. 1). Includes resources for teachers in elementary and secondary schools, University of Texas, facilities, educated resources in Austin, and an annotated bibliography of books on Latin America. The most valuable section of this guide is the interdisciplinary bibliography in which 251 books are annotated prescriptively. All in English, the materials are specifically on Latin America or discuss problems relevant to that area, e.g., Franz Fanon's The Wretched of the Earth. The books surely will be useful mainly at the secondary level. A subject index and also one that would organize the readings according to discipline would have been helpful.

Hunt, Rosemary. Latin America: A Critical Analysis of Teaching Materials. London: Institute of Latin American Studies of the University of London and the Hispanic and Luso-Brazilian Council Canning House, 1974. 63 pages.

This list of aids for teachers is meant to fill a need for this type of information for British teachers. Includes books, filmstrips, slides, 16mm films, magazines, pamphlets, etc. and museums in the London area. Although mainly for secondary, some of the material may be useful for primary and university. Arranged mainly for format, the items have long evaluative annotations that indicate careful inspection of the materials. A feature normally not included in North American Studies of a similar nature is the section on museums where Hunt lists six of these institutions and their collections on Latin America. Main access to this bibliography is through a subject index.

Latin America: An Annotated List of Material for Children Selected by a Committee of Librarians, Teachers and Latin American Specialists in Cooperation with the Center for Inter-American Relations. New York: Information Center on Children's Cultures. United States Committee for UNICEF, 1969. 96 pages.

"This list represents an effort to evaluate all in-print English language materials for children on the subject of Latin America. It also includes those Spanish language materials related to Latin America, which are obtainable in the U.S." (p. iii). Includes all of Latin American (also English and French-speaking) plus Puerto Ricans, Cubans, and Mexicans living in the U.S. All subjects. Items are entered alphabetically by author under geographical area and main access is an integrated author-subject-title index. There are 493 items included and each has: author, title, illustrations, publisher, year, pages, price, and grade-level and usually several sentences of descriptive annotation. A full annotation means a recommendation. Also other titles are listed under a heading "Not Recommended." Though dated, this bibliography seems excellent for elementary and occasionally for middle school teachers and librarians. Very few bibliographies exist on Latin America for this age group.

Schon, Isabel. A Bicultural Heritage: Themes for Exploration of Mexican and Mexican-American Culture in Books for Children and Adolescents. Metuchen, N.J.: The Scarecrow Press, 1978. 158 pages.

"A Bicultural Heritage is designed to expose students to the customs, lifestyles, heroes, folklore and history of Mexican and Mexican-American cultures" (p. 1). Arranged into five theme areas (customs, lifestyles, heroes, folklore and key historcal developments), the materials are further subdivided according to grade level (K-, 3-6, and 7-12). For each grade level the materials are established in a lesson plan format--outcomes (goals), books, discussion, and evaluation and follow-up activities. Approximately 250 authors and their works are listed and critically evaluated in a 170 word annotation. This is one of the few reference books that evaluates materials and integrates them into a lesson plan. The detailed table of contents plus the author and title indexes make Schon's work easy to use.

Schon, Isabel. Books in Spanish for Children and Young Adults: An Annotated Guide/Libros Infantiles en Español: Una Guía Anotada. Metuchen, N.J.: The Scarecrow Press, 1978. 153 pages.

"This book is intended to serve as a guide to any adult--teacher, librarian, counselor, layman or parent--who is interested in selecting books in Spanish written by Hispanic authors for children of preschool through high school age" (p. v). The authors are arranged alphabetically by genre under the following countries or regions: Argentina, Caribbean, Chile, Colombia, Costa Rica, Cuba, Ecuador, Guatemala, Mexico, Peru, Puerto Rico, Spain, Uruguay and Venezuela. Access is provided through a detailed table of contents and author, title and subject indexes. Approximately 420 titles are listed and evaluated. Schon, by a coding system, categorizes the books as outstanding, marginal or not recommended and also notes grade level. This is one of the few references in English that evaluates books in Spanish for grade schools and high schools.

Schon, Isabel. A Hispanic Heritage: A Guide to Juvenile Books about Hispanic People and Culture. Metuchen, N.J.: The Scarecrow Press, Inc., 1980. 169 pages.

"A Hispanic Heritage is designed as an ad for librarians and teachers who are interested in exposing students to the culture of Hispanic people through books for children and adolescents. Approximately 270 books in English are prescriptively/descriptively annotated to indicate their usefulness for a certain age level (K-12). They are categorized by general region (Latin America) or one of ten countries. Author, title and (general) subject indexes facilitate retrieval.

Schon, Isabel. A Hispanic Heritage, Series II; A Guide to Juvenile Books about Hispanic People and Culture. Metuchen, N.J.: The Scarecrow Press, Inc., 1985. 153 pages.

This book continues the 1980 one and has a similar format and purpose with the exception that Schon has attempted to include books published since 1979. For her stated audience, K-12, she hopes ". . . to provide . . . an understanding of, and appreciation for, the people, history, art, and political, social and economic problems of Argentina, Bolivias, Chile, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Peru, Puerto Rico, Spain, Venezuela, and the Hispanic-heritage people in the United States." In addition she re-lists the 187 titles but without annotation and indicates by asterisk the most valued ones.

Wilgus, Karna S. Latin American Books: An Annotated Bibliography for High Schools and Colleges. New York: Center for Inter-American Relations, 1974. 80 pages.

"This selection of books for students and teachers covers the area from Mexico and the Caribbean southward to Chile and Argentina--its history, cultural and geographical diversity, people, problems and its relation with the United States" (p. 3). Has a cross section of books in English on Latin America from every field. The materials are arranged into two large divisions--Latin America as a whole and as a regional diversity. Under the former the materials are subdivided into eight disciplines; under the latter into eight geographical regions. All of the subdivisions are further refined to materials for studetns and materials for teachers and general reference. There are author and subject indexes. This is the type of reference work that should be in every high school and public library and small college library. It is well organized and has maximum accessibility through the two indexes and the detailed table of contents. The 428 items, in addition to basic bibliographical data, have: prescriptive anotations that often suggest the suitability of the material for a certain age level.

TEACHING HISPANIC CULTURES WITH PROVERBS

PREPARED BY

RICHARD D. WOODS

PROVERBS FROM (FRENCH, GUYANA, HAYTI, NEW ORLEANS, MARTINIQUE, MAURITIUS and TRINIDAD

A fòce macaque caressé yche li ka touffé li. (À force de aresser son petit le macaque l'étouffe.)

"The monkey smothers his young one by hugging it too much." [Martinique.]

*Ça va rivé dans semaine quatte zheudis. (Cela va arriver dans la semaine de quatre jeudis.)
"That will happen in the week of four Thursdays."-[Louisiana.]

Jouè epis chatt ou trappé coup d'patte. (Jouez avec le chat, et vous attrapperez un coup de patte.)
"Play with the cat, and you'll get scratched."-[Martinique.]

Maladie vine làhaut iéve;li alle làhaut tourtie. (La maladie vient sur le lièvre;elle part [s'en va] sur la tortue.)
"Sickness comes riding upon a hare; but goes away riding upon a tortoise."-[Mauritius.]

Même baton qui batte chein nouèr-là,pé batte chein blanc-là. (Le même bâton qui bat le chien noir peut battre le chien blanc.)
"The same stick that beats the black dog can beat the white."-[Trinidad.]

Ous pôncor travesser läivïèr;-pas jirez maman caïman. (Vous n'avez pas encore traversè la rivière-ne jurez [maudissez] pas la maman du caïman.)
"You haven't crossed the river yet; don't curse at the crocodile's mother."-[Trinidad.]

Quand diabe alle lamesse li caciétte so laquée. (Quand le diable va à la messe, il cache sa queue.)
"When the Devil goes to mass he hides his tail."-[Mauritius.]

Quand done vous bourique vous pas bisoin guétte so labride. (Quand on vous donne un âne, vous ne devez pas regarder sa bride.)
"When somebody gives you a donkey, you musn't examine the bridle."-Never look a gift-horse in the mouth.-[Mauritius.]

Ravett pas janmain asséz fou pou li allé lapôte pouleillè. (Le ravet n'est jamais assez fou pour aller à la porte du poulailler)
"The cockroach is never silly enough to approach the door of the hen-house."-[Martinique.]

Ti hache coupé gouaus bois. (Une petite hache coupe un grand arbre.)
"A little axe cuts down a big tree."-[Martinique]

Taken from: Lafcadio Hearn Gombo Zhèbes. Little Dictionary of Creole Proverbs, selected from six creole dialects. n.l., n.p., 1960.

PROVERBS FROM HAITI

The cockroach never wins its cause when the chicken is judge.

Shoes alone know if the stockings have holes.

A single finger can't catch fleas.

The snake that wishes to live does not travel on the highway.

Till you are across the river, beware how you insult the mother alligator.

The sun sets, misfortunes never.

The dog has four feet, but he does not walk with them in four roads.

The belly has no ears.

The ox is never weary of carrying his horns.

Taken from: John Bigelow. The Wit and Wisdom of the Haytians. New York: Scribner and Armstrong, 1877.

Bay piti pa chich.
To give a little is not being stingy.

Bèl chévé pa lajâ.
A beautiful head of hair is not money.

La vi lôg sé plis léspri.
A long life brings wisdom.

Ravêt pa jâm gê rézô dévâ poul.
A cockroach is never in the right when it is up against a hen.

Présé kô ou présé, trpo présé pa fè jou louvri.
You can hurry as much as you like but being in too big a hurry will not make the day dawn.

Deyè mòn gê mòn.
Beyond the mountains there are more mountains again.

Lè ravet vlé fè dâs, li pa jâm êvité poul.
When a cockroach is giving a dance he never invites a chicken.

Nâ tâ grĝou, patat pa gê po.
When you are very hungry a potato has no peel.

Lè vâ chat plê, li di ké rat amè.
When the cats stomach is full it says that rats are bitter.

Apré dâs, tâbou toujou lou.
When the dance is over, the drum is always heavy.

Sak vid pa kâpé.
An empty sack cannot stand up.

Bèf sâ ké, Bô-Dié pousé mouch pou li.
When the cow has no tail, the Good Lord chases the flies away for it.

Bourik travay, chwal galônê.
The donkey does the work but the horse gets the profit.

Fézê nat fê nat, li kouché a tè.
The mat-maker makes mats but he sleeps on the ground himself.

Ti chê gé fòs dévâ kay mét li.
A little dog is very brave in front of his master's house.

Sé vié chodiê ki kuit bô mâjé.
The old pot cooks good food.

Kouri pou la pli, tbé nâ grâ riviè.
Run from the rain, fall into the big river. (Out of the frying pan, into the fire).

Batô ki at chê blâck la, sé li ki va bat chê nwa a.
The stick that beats the white dog will beat the black dog too.

Chak koukouy kléré pou jé pa yo.
Each firefly lights (the pathway) for his own eyes.

Taken from: H. Ormonde McConnell. You can Learn Creole; A Simple introduction to Haytian Creole for English Speaking People. Port-Av. Prince, Hayti=[N.P.] 1960.

PROVERBS IN SPANISH

Del árbol caído todos hacen leña - (figurative proverbial expression to the effect that when a person is down, people will kick him.)

El que mucho habla, mucho yerra
He who talks a lot, makes many mistakes.

La ropa sucia se lava en la casa
Don't wash your dirty linen in public. -or- Keep the family skeletons in the closet.

Más vale pájaro en mano que ciento volando
A bird in the hand is worth two in the bush.

Taken from: Lawrence K. Brown. Thesaurus of Spanish Idioms and Everyday Language. New York: Frederick Ungar Publishing co., 1980.

Dicho sin hecho no trae provecho.
Actions speak louder than words.

Habla poco, escucha mucho, y no errarás.
Hear much, speak little.

Al buey por el cuerno, y al hombre por la palabra.
An ox is taken by the horns, and a man by the tongue.

En el vino está la verdad.
In wine there is truth.

Al mentiroso conviene ser memorioso.
Liars have need of good memories.

No hay atajo sin trabajo.
No pains, no gains.

Lo barrato es caro.
Good cheap is dear.

La experiencia es madre de la ciencia.
Experience is the mother of knowledge.

Tras los años viene el seso.
Older and wiser.

Quien se excusa, se acusa.
He who excuses himself, accuses himself.

Dios tarda, pero no olvida.
Punishment is lame, but it comes.

Cada cual lleva su cruz.
Every man has his cross to bear.

No hay rosas sin espinas.
No rose without a thorn.

El hombre propone, y Dios dispone.
Man proposes, God disposes.

Vivir al día.
To live from hand to mouth.

Quien mucho abarca, poco aprieta.
Grasp all, lose all.

El ojo del amo engorda al caballo.
The master's eye maketh the horse fat.

Hermosura, al fin, basura.
Beauty is but skin-deep.

De madrastra, el nombre le basta.
Take heed of a stepmother: the very name
of her sufficeth.

Buey viejo, surco derecho.
An old ox makes a straight furrow.

Consejo, tómalo del hombre viejo.
If you wish good advice, consult an old man.

Primero es la salud que el dinero.
Health is better than wealth.

Más vale prevenir que curar.
Prevention is better than cure.

En boca cerrada, ni moscas ni nada.
Into a shut mouth flies fly not.

Do entra beber, sale saber.
El mucho vino saca al hombre de tino.
When wine is in, wit is out.

Una mano lava a la otra.
One hand washeth the other.

Sopla tu sopa y no la mía.
Sweep before your own door.

Devestir un santo para vestir un otro.
To rob Peter to pay Paul.

Taken from: Jerzy Gluski (editor). Proverbs: A Comparative Book of English, French, German, Italian, Spanish and Russian Proverbs and a Latin Appendix. New York: ElSevier Publishing Company, 1971.

PROVERBS IN PORTUGUESE

Uma ovelha má põe o rebanho a perder. One bad sheep leads the flock astray. One rotten apple spoils the barrel.

Cavalo alugado não cança. A hired horse doesn't tire.

Pimenta nos olhos dos outros não arde. Pepper in other people's eyes doesn't burn. (Same as preceding).

Quando Deus tarda, está a caminho. When God is late, He is on the way. Divine justice never fails.

Mais vale um burro vivo do que um sábio morto. A live donkey is worth more than a dead sage. Better a live fool than a dead sage.

Deus dá o frio conforme a roupa. God gives cold according to the clothing. God tempers the wind to the shorn lamb.

Quem não chora não mama. He who doesn't cry, doesn't nurse. You don't get anything without putting up a kick.

Taken from: Montgomery Merryman. Portuguese: A Portrait of the Language of Brazil. São Paulo: União Cultural Brasil, 1951.

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FIRST NAME FASHIONS IN THE UNITED STATES (males)

1981 Whites	Equivalent in Spanish	1981 Non-Whites	Equivalent in Spanish
1. Michael	Miguel	1. Michael	Miguel
2. Jason	Jacián	2. James	Jaime
3. Matthew	Mateo	3. Anthony	Antonio
4. Christopher	Crisóforo	4. Christopher	Crisóforo
5. David	David	5. Jason	Jacián
6. Brian	------	6. Brandon	--------
7. Robert	Roberto	7. Robert	Roberto
8. Daniel	Daniel	8. William	Guillermo
9. Steven	Esteban	9. David	David
10. James	Jaime Santiago	10. Charles	Carlos
11. Ryan	------	11. Kenneth	Inocencio
12. Joseph	José	12. Steven	Esteban
13. John	Juan	13. André	André
14. Nicholas	Nicolás	14. Kevin	-------
15. Eric	Eurico	15. Antonio	Antonio
16. Jeffrey	-------	16. Brian	-------
17. Justin	Justino	17. Joseph	José
18. Mark	Marcos	18. Derrick	--------
19. Andrew	Andrés	19. Darryl	--------
20. Kevin	-------	20. Eric	Eurico
21. Adam	Adán	21. Marcus	Marcos
22. William	Guillermo	22. Jermaine	--------
23. Anthony	Antonio	23. Aaron	Aarón
24. Joshua	Josué	24. Gregory	Gregorio
25. Thomas	Tomás	25. John	Juan
26. Scott	-------	26. Phillip	Felipe
27. Jonathan	Jonatán	27. Maurice	Mauricio
28. Jeremy	Jeremías	28. Mark	Marcos
29. Paul	Pablo	29. Corey	--------
30. Sean	Juan	30. Terrance	--------
31. Timothy	Timoteo	31. Jonathan	Jonatán
32. Richard	Ricardo	32. Willie	Guillermo
33. Aaron	Aarón	33. Sean	Juan
34. Brandon	-------	34. Timothy	Timoteo
35. Benjamin	Benjamín	35. Ronald	--------
36. Charles	Carlos	36. Richard	Ricardo
37. Kenneth	Inocencio	37. Keith	--------
38. Patrick	Patricio	38. Curtis	Curcio
39. Alexander	Alejandro	39. Tyrone	--------
40. Bradley	-------	40. Donald	--------
41. Donald	-------	41. Gary	--------
42. Carl	Carlos	42. Carl	Carlos
43. Phillip	Felipe	43. Mario	Mario
44. Alan	-------	44. Larry	Lorenzo
45. Edward	Eduardo	45. Justin	Justino
46. Nathan	Nataniel	46. Thomas	Tomás
47. Gregory	Gregorio	47. Antoine	Antonio
48. Jacob	Jacobo	48. Daniel	Daniel
49. Jared	-------	49. Darnell	--------
50. Douglas	-------	50. Damon	Damián

Anglo names taken from: Leslie Dunkling. The Guinness Book of Names. Enfield, Middlesex, England: Guinness Superlatives Limited, 1983.

FIRST NAME FASHIONS IN THE UNITED STATES (females)

1981 Whites	Equivalent in Spanish	1981 Non-Whites	Equivalent in Spanish
1. Jennifer	Genoveva	1. Tiffany	Epifanio
2. Jessica	-------	2. Crystal	--------
3. Sarah	Sara	3. Latoya	--------
4. Melissa	-------	4. Nicole	Nicolasa
5. Nicole	Nicolasa	5. Erica	Eurica
6. Cristin	Cristina	6. Brandi	--------
7. Katherine	Catalina	7. Lakeisha	--------
8. Elizabeth	Elisabeth	8. Jennifer	Genoveva
9. Michelle	Micaela	9. Danielle	Daniela
10. Christina	Cristina	10. Latasha	--------
11. Amanda	Amanda	11. Candice	--------
12. Amy	Amada	12. Angela	Angela
13. Lisa	Elisabeth Isabel	13. Kimberly	--------
14. Kimberly	--------	14. Ebony	--------
15. Lauren	Laura	15. Monique	Mónica
16. Erin	--------	16. Andrea	Andrea
17. Rebecca	Rebeca	17. Kelly	--------
18. Rachel	Raquel	18. Alicia	Alicia
19. Angela	Angela	19. Stephanie	Estefana
20. Andrea	Andrea	20. Tamika	-------
21. Kelly	--------	21. Michelle	Micaela
22. Lindsay	--------	22. April	
23. Julie	Julia	23. Jessica	-------
24. Emily	Amalia	24. Christina	Cristina
25. Heather	--------	25. Angel	Angelica
26. Laura	Laura	26. Tanisha	--------
27. Jamie	Diega, Santiaga	27. Natasha	--------
28. Stephanie	Estefana	28. Tamara	--------
29. Sara	Sara	29. Lisa	Elisabeth
30. Shannon	--------	30. Melissa	--------
31. Crystal	--------	31. Denise	Dionisia
32. Christine	Cristina	32. Victoria	Victoria
33. Megan	--------	33. Theresa	Teresa
34. Danielle	Daniela	34. Stacey	Anastacia
35. Mary	María	35. Jacqueline	Jacinta
36. Jacqueline	Jacinta	36. Elizabeth	Elisabeth
37. Erica	Eurica	37. Patricia	Patricia
38. Stacey	Anastacia	38. Cynthia	Cinta
39. Maria	María	39. Kristen	Cristina
40. Theresa	Teresa	40. Courtney	--------
41. April	-------	41. Mary	María
42. Nina	-------	42. Rachel	Raquel
43. Tiffany	Epifania	43. Tina	--------
44. Brandy	-------	44. Monica	Mónica
45. Dana	Daniela	45. Melanie	--------
46. Renee	René	46. Karen	--------
47. Linda	Teodolinda	47. Jamie	Diega, Santiaga
48. Karen	-------	48. Dana	Daniela
49. Pamela	-------	49. Katherine	Katarina
50. Candice	-------	50. Natalie	Natalia

Hispanic names taken from: Richard D. Woods. Hispanic First Names: A Comprehensive Dictionary of 250 Years of Mexican-American Usage. Westport, Connecticut, 1984.

MEXICAN RESTAURANTS IN SAN ANTONIO

Abuelitas Tacos
Abundio's Lunch Room
Acapulco Bay
Adelante Mexican Food
Aguilare's Fish Fry
Alamo Cafe
Alberto's Restaurant
Antojitos Mexicanos Sarita's
Apetito's Mexican Restaurant
Bee's La Abispa Mexican Restaurant
Blanco Cafe
Bonanza Family Restaurants of San Antonio
Cafe Cielito Lindo
Cantina Retama
Cardenas' Tacos + More
Casa Blanca Mexican Restaurant
Casa de Rosa Restaurant
Casa Dos Pedros
Casa Mercedes Mexican Restaurant
Casa Mexicana
Casa Norteña Restaurant
Cha Cha's Restaurant
Chapala Restaurant + Bar
Chili's Hamburger Grill
Cocina Mexicana
Cocula Restaurant
Cristan's Tacos
Cuco's Restaurant
Cuernavaca Mexican Restaurant
Culebra Cafe
Del Rio Cafe
Don Antonio's Restaurant
Don Emilio's Restaurant
Don Rico Mexican Restaurant
Don Carlos Flour Tortilla Factory + Restaurant
Don Franco's Restaurante
Doña Maria Restaurant
Eddie's Taco House
El Chico Restaurants
El Alamo Chico Cafe
El Acteca Mexican Restaurants
El Bosque Mexican Restaurant + Patio
El Brasero Restaurant
El Chaparral Mexican Restaurant
El Farolito Restaurant
El Gitano Mexican Restaurant
El Jarro de Arturo Mexican Restaurant
Las Palapas
Las Tias Cafe
La Villita Cantina Cafe
Little Taco Factory Mexican Restaurant
Los Arcos Cafe
Los Barrios Mexican Restaurant
Los Comales Restaurant
Los Cuatro Vientos
Los Encinos
Los Gemelos Restaurant + Caterers
Los Paisano's
Los Patios
Lupita's Cafe
Madrina's Restaurant
Magdalena's Mexican Restaurant
Mando's Cafe
Marco's Mexican Restaurant
Margarita's Cafe
Mario's Restaurant
Marty's Tacos
Mauricio's Mexican Restaurant
Medina's Mexican Food
Mendez Mexican Restaurant
Mesquite Grill
Mexican Taco
Mexican Villa
Mexico Tipico
Mi Casita
Mi Mansion Mexican Restaurant
Mi Tierra Cafe + Bakery
Miguel's Restaurant
Mini Taco
Minit Taco
Mireles Taqueria
Mr. Taco
Mitla Mexican Restaurant
Mucho Taco
My Little Taco House
Nacho's Cafe
Nuevo Leon Restaurant
Ole Toro Mexican Food To Go
Olivia's Mexican Restaurant
Oscar's Taco House
Paco's Cafe
Paco's Tao
Paco's Tacos at Central Park
Panchita's Restaurant

El Mariachi Restaurant
El Meson Tacos
El Milagrito Molino
El Molcajete Cafe
El Nacho Grande
El Nogal Mexican Restaurant
El Patio Mexican Restaurant
El Pollo Alegre
El Pueblo Mexican Restaurant
El Ranchito
El Rey Mexican Restaurant
El Taco Kid
El Taco Riendo
El Taco Tipico
El Tapatio Mexican Restaurant
El Tapatio Mexican Restaurant
El Tejano Mexican Restaurant
El Tipico Restaurant
El Unico Cafe
El Valle de Mexico
El Valle Molino
Enrique's Mexican Restaurant
Ernesto's Restaurant
Fajita Junction
Famous Ramos Hot Dog Place
Fela's Cafe
Felix's Restaurant
Fernandez Cafe
Fiesta Park Mexican Foods
Garcia's Cafe
Garcia's Mexican Food to Go
Gloria's Restaurant
Guadalupanita Cafe
Guadaluape Cafe
Jacala Mexican Restaurant
Jimenez Restaurant
Jose Luis's Mexican Restaurant
Juan's Tacos
La Bandera Molino
La Cabana Mexican Restaurant
La Calesa Restaurante
La Carreta Steak House
La Cazadora Mexican Restaurant
La Cocina Cafe
La Cucaracha Restaurant
La Fogata
La Fonda on Broadway
La Margarita Restaurant + Oyster Bar
La Paloma del Rio
La Parrilla Azteca
Las Brazas Restaurant
Las Delicias
Las Haciendas
Las Mananitas Mexican Restaurant
Pancho's Mexican Buffet
Patio Cafe
Patty's Taco House
Paula's Mexican Restaurant
Pesos Cafe
Pico de Gallo
Piedras Negras de Noche
Reforma Cafe
Rene's Restaurant
Reyes Taco Hut
Rey's Fajitas
Ricardo's Restaurant + Club
Ricardo's Tacos
Roberto's Mexican Restaurant
Rocky's Taco House
Rolando's Super Taco No.1
Romana Cafe
Rosa Verde Mexican Restaurant
Rosario's
Rosita's Restaurant
Ruiz Restaurant
San Angel Restaurant
Soila Molino
Sombrero Rosa Tex Mex Cocina
Su Casa Mexican Restaurant
Sulema's Downtown Mex/Amer Food
Tabasco Beach
Taco Amigo Patio Cafe
Taco Bell
Taco Cabana
Taco Co Garden Ridge
Taco Del Rey
Taco Flats Restaurant
Taco Hacienda
Taco House Los Guaraches
Taco Loco
Taco Valencia
Tacos Martinez
Tacos To Go Go
Taqueria Jalisco
Ted's Conejo Loco
Teka Molino
Tenochtitlan
Tinks Tacos
Tio Chales
Tio Pepe Restaurant
Tito's Pizza
Torres Taco Haven Inc.
Torta Bros. Restaurant
Tortilla Flats
Victoria's Restaurant
Villa Corona Restaurant
Xaviera's Restaurant
Zoila's Cafe

Vocabulary abstracted from names of San Antonio Restaurants

PROPER NOUNS

First		Last	Geographical
Abundio	Rosa	Aguilare	Acapulco
Alberto	Rosario	Cardenas	Blanco
Antonio	Rosita	Fernandez	Chapala
Arturo	Sarita	Garcia	Cocula
Carlos	Soila	Martinez	Cuernavaca
Cha Cha	Sulema	Medina	Del Rio
Chales	Tito	Mendez	El Valle de Mexico
Cristan	Victoria	Mireles	Jalisco
Cuco	Xavier	Molino	Mitla
Eddie	Zoila	Ramos	Nuevo Leon
Emilio		Reyes	Piedras Negras
Enrique		Ruiz	San Angel
Ernesto		Torre	Tabasco
Fela			Tenochtitlan
Felix			Valencia
Franco			
Gloria			
Guadalupe			
Jose			
Juan			
Luis			
Lupita			
Magdalena			
Mando			
Marco			
Margarita			
Maria			
Mario			
Marta			
Mauricio			
Mercedes			
Miguel			
Nacho			
Olivia			
Oscar			
Paco			
Panchita			
Patti			
Paula			
Pedro			
Pepe			
Rene			
Rey			
Ricardo			
Rico			
Rocky			
Rolando			
Romana			

Common nouns

abispa
abuelito
adelanto
alamo
alegre
antojito
apetito
arroz
azteca
bandera
barrios
blanca
bonanza
bosque
brasero
brazos
cabaña
cafe
calesa
cantina
cantina
carreta
casa
cazador
cazadora
chaparral
chico
chili
cielito lindo
cocina
comales
cuate
cucaracha
culebra
delicias
don
encinos
fajita
farolito
fiesta
fogata
fonda
gemelos
gitano
grande
guadalupanita
haciendas
jarro
madrina
mañanitas
mansion
mariachis
meson
mesquite
mexicana
milagrito
mini
molcajete
molino
mucho
nacho
nogal
norteña
ole
paisano
palapas
paloma
parilla
patio
pesos
pico
pollo
pueblo
rey
riendo
super
taco
tapatio
taqueria
tejano
tias
tierra
tipico
toro
tortilla
unico
valle
viento
villa
villita

SPANISH LOAN WORDS

acequia
acequia madre
Adios
adobe
alameda
alamo
alcalde
al fresco
Americano
amigo
apache
arroyo
bandido
bargacoa
bonanza
bravo
bronco
broncobuster
burro
caballero
caballo
cabaña
cafetería
calaboza, calabooza
campo santo
cantina
capitán
casa grande
chamisal
chile or chili
chocolate
cimarrón
compadre
compañero
corral
coyote
diablo
filubuster
frijol
gringo
hacendado
hacienda
hasta la vista
hombre
huisache
junta
labrador
laguna
latigo
lazo
lobo
loco
loma
machete
maestro
maguey
mañana
marihuana
mesa
mesquite
mezcal
mosey(from vamos)
mosquito
mozo
mustang
norte
padre
padrino
palomino
pan dulce
paseo
patio
patrón
peón
peonage
petate
peyote
pickaninny
piñata
pinto
placer
plata
plaza
poco
poncho
posada
presidio
pronto
pulque
ramada
ranchero
rancho
ricos
rodeo
rurales
señor
señorita
sí
siesta
sombrero
tamal
tapioca
tejano
tequila
tiempo
tobacco
tomato
tonto
tornado
tortilla
vamos
vanilla
vaquero
vega
vigilante
wrangler
yerba

Taken from: Harold W. Bentley. A Dictionary of Spanish Terms in English with Special Reference to the American Southwest. New York: Columbia University Press, 1932.